

FOR TEACHERS ONLY

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

ENGLISH

E

Friday, June 17, 2011 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at: <http://www.p12.nysed.gov/apda/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

The following procedures are to be used for rating papers in the Regents Comprehensive Examination in English. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Comprehensive Examination in English*.

Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional information center or large city scanning center. The scoring key for this exam is provided below. If these answer sheets are being hand scored prior to being scanned, the scorer must be careful not to make any stray marks on the answer sheet that might later interfere with the accuracy of the scanning.

Before scannable answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be resolved before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

Correct Answers			
Part 1	Part 2		Part 3
1 1	9 1	15 4	21 4
2 3	10 3	16 2	22 1
3 4	11 2	17 4	23 4
4 2	12 1	18 3	24 3
5 1	13 4	19 1	25 2
6 2	14 1	20 3	
7 4			
8 3			

COMPREHENSIVE ENGLISH

Rating of Short-Constructed Responses and Essay

- (1) In training raters to score student responses for each part of the examination, follow the procedures outlined below:

Introduction to the Tasks

- Raters read the task and summarize it.
- Raters read the passages (if applicable) and plan a response to the task.
- Raters share response plans and summarize expectations for student responses.

Introduction to the Rubric and Anchor Papers

- Trainer reviews rubric with reference to the task.
- Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- Trainer leads review of each anchor paper and commentary. (*Note:* Anchor papers are ordered from high to low within each score level.)

Practice Scoring Individually

- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Questions 26 and 27 contain scores and commentaries. Practice papers for Question 28 only contain scores.)

- (2) When actual rating begins, each rater should record his or her individual rating for a student's short-constructed responses and essay on the rating sheets provided, *not* directly on the student's essay or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) The 2-credit short responses are to be rated by one qualified rater. Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay, and recording that information on the student's answer paper.

Beginning in June 2011, schools are no longer permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

Question 26

(used for 2-credit responses that refer to two texts)

Score Point 2

- presents a well-developed paragraph
- demonstrates a basic understanding of the texts
- establishes an appropriate controlling idea
- supports the controlling idea with clear and appropriate details from both texts
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- has a controlling idea
or
- implies a controlling idea
or
- has an unclear controlling idea

AND

- supports the controlling idea with partial and/or overly general information from the texts
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/texts, or blank
- demonstrates no understanding of the task/texts
- is a personal response

Anchor Paper – Question 26 – Level 2 – A

⑥ Relationships are an important social aspect of life because they act as a learning experience to gain knowledge and wisdom. Both Passage 1 and Passage 2 highlight the development of wisdom from a strongly fortified relationship. In *Passage 1*, The relationship between Ezra and Mrs. Scarlatti (Passage 1) I explain a learning experience as Ezra is described as being "rescued from a careless existence" in learning how to cook with Mrs. Scarlatti "teaching him all she knew." In befriending Mrs. Scarlatti, Ezra acquired wisdom in the profession of cooking. In befriending Ezra, Mrs. Scarlatti learned how to be truly cared for as Ezra's care was a new aspect compared to her "old husband". Both Ezra and Mrs. Scarlatti prove that close relationships yield wisdom with the examples of cooking and family, showing relationships are an important aspect of life. Passage 2 uses the example of a father and son relationship to prove knowledge is gained in describing the duo as "moving night by touch" and walking together securely with "flashlights dark." In growing up together, the father-son pair has gained wisdom in relying on each other and protecting each other through the night without having to worry. The duo proves that close relationships yield wisdom as they were able to learn how to walk in the night "by touch" after their experiences together.

Anchor Level 2-A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Relationships are an important social aspect of life because they act as a learning experience*) is supported with clear and appropriate details from both texts (*Ezra acquired wisdom in the profession of cooking while Mrs. Scarlatti learned how to be truly cared for and The duo proves that close relationships yield wisdom as they ... learn how to walk in the night "by touch"*). Language use is appropriate and errors in conventions do not hinder comprehension.

Anchor Paper – Question 26 – Level 2 – B

From what I understand from both readings with every change there is a change in act or relationship. In the excerpt Ezra did everything according to Mrs. Scarlatti, not serving ~~the~~ his special soup and not hiring female waiters. But when Mrs. Scarlatti gets sick the relationship that Ezra and Mrs. Scarlatti changes due to the fact that Ezra must move forward and ~~cannot~~ cannot dwell on the needs or wants of Mrs. Scarlatti for ever. Though their relationship was described as them holding each other up in empty space, that may change now because of current events and this may affect their relationship. In the poem the son has grown, he's now as tall as his parent, and things are different in their relationship now because it isn't how it use to be. The author writes, "In the midst of these field." and "in the mist of our lives." indicating the turning point of the parent's child relationship due to the change in growth of the child.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*with every change there is a change in act or relationship*) is supported with clear and appropriate details from both texts (*when Mrs. Scarlatti gets sick the relationship ... changes ... Ezra ... cannot dwell on the needs or wants of Mrs. Scarlatti for ever* and *In the poem the son has grown ... and things are different in their relationship*). Language use is appropriate, and errors in conventions (*foward; grown, he's; these field*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 1 – A

Relationships are bonds that are shared between individuals. Relationships can vary from people two people that work together or family members. In passage I, the relationship between Ezra and Mrs. Scarliatti is that they both work together in a resteraunt. They are both dependent of each other for support. In passage II, the relationship that the two indivinal share is between father and son. The father see that his son is growing up and is becoming less dependant of his but the fact that ~~he~~ he is his father still doesn't change, and both ~~there~~ still have a strong bond. ¶

Anchor Level 1–A

The response has a controlling idea (*Relationships are bonds that are shared between individuals*), supported with partial and overly general information from the texts (*Ezra and Mrs. Scarliatti ... work together, are both dependent of each other for support, The father see that his son is growing up ... and both still have a strong bond*). Language use is imprecise (*people two people and father see*), and errors in conventions (*resterant, indivinal, of his*) may hinder comprehension.

Anchor Paper – Question 26 – Level 1 – B

Relationships always have their way of turning out. Some relationships turn out to have a happy ending and some turn out not so happy. Depending on the relationship, the outcome can be different. If the relationship has to do with family members like father like son, that relationship is good. The father's relationship grows with his son because they grow a bond with each other and grow more love for each other. If the relationship has to do with friends then the outcome to that relationship will also be different. Friendship relationships are extremely different to the family member relationship. Friends go through situations that really can't be explained in words.

Anchor Level 1–B

The response has a controlling idea (*Relationships always have their way of turning out*), supported with overly general information from the texts (*The father's Relationship grows with his son* and *If the Relationship has to do with friends then the outcome ... will also be different*). Language use is imprecise (*like father like son* and *different to*), and errors in conventions (*ending and, fathers Relationship, eachother*) may hinder comprehension.

Anchor Paper – Question 26 – Level 0

People have to deal with the way others change in different ways. while some might think of it as a positive change others think of it as hell.

Anchor Level 0

The response is a personal response. There is no reference to either text.

Question 26 – Practice Paper A

Relationships are big parts of life and happen to everyone around us. Being caring and affectionate are the main values that help relationships ~~stay~~ last longer and healthier. In passage I, the essay, and passage II, the poem, they discuss the inner relationships that people have with one another and ~~how the relationship~~ what makes the relationships so deep. In passage, the woman in the hospital Mrs. Scarlatti, seems to be very ill and a man named Ezra is the only true friend she has left in the world. Ezra works in a restaurant so he brings up some gizzard soup to soothe her nerves when she's feeling bad. Ezra has always been grateful of Mrs. Scarlatti's support for rescuing him by letting him actually work in the restaurant. Their mutual support creates the bond of love and trust that is necessary for a relationship. Passage II discusses a man with his son bonding together having a healthy, loving relationship. The father states, "Our shoulders almost touch as we walk," which signifies their close relationship with one another and how they've bonded for so long that the father has seen growth in the son. As a result, these passages offer gratifying knowledge to people who want to witness the ideas of relationships and how they work.

Question 26 – Practice Paper B

People will do anything to make each other happy, they think about each other all the time. they ~~do~~ do ~~about~~ what they are able to do to feel like their with that person even though they are not. When they are around each other they can't think of any thing else but each other.

Question 26 – Practice Paper C

Relationships are a sole component in everyone's life. In the passage, a strong relationship between the two work partners, Ezra and Mrs. Scarlatti, shows how relationships are a big part in people's lives. By Ezra saying that Mrs. Scarlatti has no family and being all she has, shows their strong and needed relationships. In the second passage, they show the relationship of a father and son as their relationship evolves and becomes different.

Question 26 – Practice Paper D

In life, you come into contact with many people, & no matter what you feel towards them a relationship is formed. You could love them as a part of your family or someone you just care about. Relationships give you a strong connection with people. ~~Even~~ In the paragraph, Ezra still worried & about & wanted to be with Ms. Scarlatti even though she was sick & semi-unresponsive. Words didn't need to be spoken to know a strong relationship stands behind the two. The poem is similarly written. No one ~~is~~ speaks but the strong father/son bond is still there. They're "together in the midst of their lives."

Relationships should be good and healthy and also grow and become strong. It doesn't matter the distance you may have with one person or another. In this passage it shows how Era and Mrs. Scarlatti relationship grew. They both helped each other and it didn't matter how far away they were from each other. They kept close. They both learn from their pasts and have the encouragement between each other to succeed throughout their lives.

QUESTION 26

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Being caring and affectionate are the main values that help relationships last longer*) is supported with clear and appropriate details from both texts (*Ezra ... brings up some gizzard soup to soothe her nerves; Ezra has always been grateful of Mrs. Scarlatti's support; The father states, "Our shoulders almost touch as we walk," which signifies their close relationship*). Language use is appropriate, and errors in conventions (*poem, they; grateful of; witness the ideas*) do not hinder comprehension.

Practice Paper B — Score Level 0

The response is a personal response. There is no reference to either text.

Practice Paper C — Score Level 1

The response has an unclear controlling idea (*Relationships are a sole component in everyones life*), supported with partial and overly general information from the texts (*by ezra Saying That Mrs. Scarlatti has no family and being all She has, shows There Strong and needed relationships and They Show The relationship of a Father and Son*). Language use is imprecise (*are a big Part and Becomes different*), and errors in conventions (*everyones, ezra, passage They*) may hinder comprehension.

Practice Paper D — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Relationships give you a strong connection with people*) is supported with clear and appropriate details from both texts (*Ezra still worried about & wanted to be with Ms. Scarlatti even though she was sick & semi-unresponsive and No one speaks but the strong father/son bond is still there*). Language use is appropriate and errors in conventions (*or someone*) do not hinder comprehension.

Practice Paper E — Score Level 1

The response has a controlling idea (*Relationships should be good and healthy and also grow and become Strong*), supported with partial information from one text (*They both helped eachother and They kept close*). Language is imprecise (*It doesn't matter the distance you and have the encouragement between each other to Succeeded throughout their lives*), and errors in conventions (*Mrs. Scarlatti relationship and didnt*) may hinder comprehension.

Question 27

(used for 2-credit responses that refer only to one text)

Score Point 2

- presents a well-developed paragraph
- provides an appropriate explanation of the literary element or technique chosen
- supports the explanation with clear and appropriate evidence from the text
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- provides an explanation of the literary element or technique
or
- implies an explanation of the literary element or technique
or
- has an unclear explanation of the literary element or technique
AND
- supports the explanation with partial and/or overly general information from the text
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/text, or blank
- demonstrates no understanding of the task/text
- is a personal response

Note: Since the question specifies choosing *one* of the authors, if the student responds using both passages, score the portion of the response that would give the student the higher score.

Anchor Paper – Question 27 – Level 2 – A

The author of passage I uses characterization in order to develop the passage. At the beginning of the passage, Ezra appears sweet ~~and~~ and caring, and subservient to Mrs. Scarlatti. He is eager to please her by bringing ^{her} soup and thankful ~~that~~ ^{that} she ^{gave} ~~gave~~ him a career and a life. However, as the passage continues Ezra changes. Mrs. Scarlatti is sick in the hospital and Ezra is left to run the restaurant. He becomes strong, confident and independent. He defies Mrs. Scarlatti's orders and wishes. He adds gizzard soup to the menu even though Mrs. Scarlatti believes its "hearty and Scarlatti's Restaurant is very fine and formal." ~~At~~ Ezra continues to make changes against Mrs. Scarlatti's will when he hires a waitress. This was "strictly against Mrs. Scarlatti's policy" because waitresses, according to her, "belong in truck stops." Ezra is the protagonist and a dynamic character. Without the author's ~~is~~ obvious change in characterization of Ezra there would be no plot. As Mrs. Scarlatti grows weak, he grows strong. This changes the whole dynamic of their relationship. The characterization of Ezra is essential to the plot and theme of the passage.

Anchor Level 2-A

The response presents a well-developed paragraph that provides an appropriate explanation of characterization (Ezra is the protagonist and a dynamic character and Without the author's obvious change in characterization of Ezra there would be no plot), supported with clear and appropriate evidence from the text (Ezra appears sweet, and caring, and subservient to Mrs. Scarlatti; as the passage continues Ezra changes; He becomes strong, confident and independent). Language use is appropriate, and errors in conventions (its; waitress. this; Ezra there) do not hinder comprehension.

Anchor Paper – Question 27 – Level 2 – B

In the second passage the author uses the literary device, Imagery. Imagery is the author's use of descriptive words to allow the reader to picture what they are describing. An example of the author's use of Imagery is when he describes the "meadow grass in its highest ... the thick smell of Campion blossoms." This allows the reader to picture the father and son in a meadow with tall grass. You can smell the same things that are supposed to be present. It also gives a good description of the moon which allows you to picture it. It is described as a golden apple, sliced in half. It describes the shadow and the clouds and gives you a very clear and vivid picture of what the father and son are seeing, while they are standing in the meadow.

Anchor Level 2-B

The response presents a well-developed paragraph that provides an appropriate explanation of imagery (*Imagery is the author's use of descriptive words to allow the reader to picture what they are describing*), supported with clear and appropriate evidence from the poem (the author's description *allows the reader to picture the father and son in the meadow with tall grass and It also gives a good description of the moon which allows you to picture it ... and gives you a very clear and vivid picture of what the father and son are seeing*). Language use is appropriate, and errors in conventions (*imagery, the reader ... they, is when*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – A

In the second passage, the author uses symbolism to explain the details of the fields surroundings. For the specific passage that the author wrote, using Symbolism works. The author describes the characters knowing the field so well that they do not have to walk like 'tightrope walkers' balancing, not knowing where to step. The author uses half of a golden apple to describe the shine and shadow of the moon. Blossom ~~on~~ growing out of the ground resemble the stars in the sky.

Anchor Level 1-A

The response has an unclear explanation of the use of symbolism in Passage II (*the author uses symbolism to explain the details of the fields surroundings*), supported with overly general information from the text (*For the specific passage that the author wrote, using Symbolism works and Blossom growing out of the ground resemble the stars in the sky*). Language use is appropriate, and errors in conventions (*fields, Symbolism, balancing*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – B

The theme in passage I is friendship. Their friendship is very strong and they have been through it all. They didn't have anyone in their life but when you have a friend who you are very close with you consider them as your family and you wouldn't be alone anymore because they have each other and they also can depend on each other.

Anchor Level 1–B

The response implies an explanation of theme in Passage I (*The theme in passage I is friendship*), supported with overly general information from the text (*They're friendship is very strong and when you have a friend ... you consider them as your family*). Language use is appropriate, and errors in conventions (*passage I*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 0

I think that in both passages they used good language. Everybody has a different language and that matches their personality. This makes the reader want to read more because it is really interesting.

Anchor Level 0

The response demonstrates no understanding of the text (*I think that in both passages they used good language*).

Question 27 – Practice Paper A

Passage II's point of view is a proud point of view. The father is proud of the son. He is proud of the fact that he is growing up and surpassing him. He reminisces as well ("we remember old games, knowing night by touch").

Question 27 – Practice Paper B

In passage I, the author makes excellent use of symbolism, to emphasize, Ezra's love for Mrs. Scurlotti. Ezra uses food to express his love and upon closer analysis, it becomes apparent that the food is in fact a representation of his love. When he says she would only take small amounts at first and then gradually more it represents how she would take small amounts of love at first. The food is all that he can give her, basically like the fact that his love is all that he can give her. This use of food as a symbol for his love towards Mrs. Scurlotti is very unique and very understandable. His use of this symbolism also ~~exp~~ succeeds in emphasizing his love for Mrs. Scurlotti.

Question 27 – Practice Paper C

In passage number two the author uses different techniques to show his feeling and to help us understand to imagine their surroundings. One technique that the author uses is metaphor when he says in line seven "The moon is a golden apple sliced in half by earth's shadow." In this quote we can observe that the author is explaining that the moon was yellow and really shiny but it was only able to see half of it because of the shadow. Another technique that the author uses is simile in thirteen and fourteen. "Their blossoms are like larger, paler stars in the sky spread at our feet". By this he wants to explain that the blossoms of the flower were so beautiful that they were all around them in a large number that they looked as stars.

Question 27 – Practice Paper D

One literary element that was used in both passages was ~~friendship~~ friendship. Friendship is used in both by talking about true friendship and comparing 2 people and showing what true friendship is and how they act to each other. A true friend is someone you know who will always be there no matter what anyone else says.

Question 27 – Practice Paper E

The author uses love and care for passage I. Ezra is like a son to Mrs. Scarpatti. Mrs. Scarpatti treats him like her son since her son the same age as Ezra had passed away. Ezra brought her, her favorite soup. This shows how much he cares for you and how he never forgets about her. They own a restaurant ~~together~~ together. She depended on Ezra to do his job. He always protected her because she always felt overemotional.

QUESTION 27

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 1

The response has an unclear explanation of the literary technique of point of view (*Passage II's point of view is a proud point of view*), supported with partial and overly general information from the text (*The father is proud of the son and he is growing up*). Language use is appropriate, and errors in conventions (*touch*”) do not hinder comprehension.

Practice Paper B — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of symbolism in Passage I (*the ... symbolism, to emphasize, Ezra's love for Mrs. Scarlotti*), supported with clear and appropriate evidence from the text (*Ezra uses food to express his love, food is in fact a representation of his love, she would take small amounts of love at first*). Language use is appropriate, and errors in conventions (*symbolism, to and more it*) do not hinder comprehension.

Practice Paper C — Score Level 2

The response implies an explanation of the literary techniques of metaphor and simile (*The author uses different techniques to show his felling and to helps us unthertand to imagent their soroundings*), supported with clear and appropriate evidence from the text (*the author uses ... methaphor when he says in line seven, the author uses ... simily in threeteen and fourteen*). Language use may be imprecise (*he want to explain and looked as stars*), and errors in conventions (*opserve, an other, realy shainy*) may hinder comprehension.

Practice Paper D — Score Level 0

The response demonstrates no understanding of the task, referring to friendship as a literary device (*One literary element that was used in both passages was friendship*).

Practice Paper E — Score Level 1

The response implies an explanation of characterization (*The author uses love and care for passage I*), supported with partial information from the text (*Ezra is like a son to Mrs. Scarlatti and Ezra brought her, her favorite soup*). Language use is imprecise (*he cares for you and felt overentionel*), and errors in conventions (*passage I, son since, restrurant*) do not hinder comprehension.